

## Tab A – Comparison of Health/Practical Living and Physical Education to JROTC

### KENTUCKY CORE CONTENT

#### **INDIVIDUAL WELL-BEING**

**Academic Expectation 2.29 – Students demonstrate skills that promote individual well being and healthy family relationships.**

PL-H-1.1.1 – There are behaviors (communication, commitments, cooperation, etc.) that show respect and responsibility to self and others.

PL-H-1.1.2 – Conflict resolution strategies and the analysis of causes of conflict in families, schools, and communities may bring about peaceful conclusions.

PL-H-1.1.3 – Individuals need to understand changes in roles, responsibilities, and skills needed to effectively work in groups throughout life.

PL-H-1.2.1 – The process of human reproduction and development begins with conception and continues through birth, childhood, adolescence, and adulthood.

PL-H-1.2.2 – There are risks to being sexually active, and there are strategies for delaying sexual activity that protect physical health.

#### **PHYSICAL WELLNESS**

**Academic Expectation 2.31 – Students demonstrate the knowledge and skills they need to remain healthy and to accept responsibility for their own physical well being.**

PL-H-1.3.1 – Decisions which promote health and prevent illnesses, diseases, and injuries contribute positively to personal well being.

PL-H-1.3.2 – There are characteristics, symptoms, causes, patterns of transmission, and prevention of communicable diseases.

PL-H-1.3.3 – There are characteristics, symptoms, causes, prevention techniques, and treatments of non-communicable disease among people of all ages.

PL-H-1.3.4 – Diseases and illnesses impact social and economic systems in various ways (treatment vs. prevention, absence from work).

### JROTC PROGRAM OF INSTRUCTION

U2.1.3 – How attitudes affect behavior  
U2.1.5 – Cultural and individual diversity  
U3.1.1 – Self awareness-categorizing behavior  
U3.1.2 – Appreciating diversity-personal preferences  
U2.3.1 – The communication process  
U2.3.2 – A win/win approach to negotiations  
U2.3.9 – The mentoring process  
U3.3.1 – Communication between individuals  
U3.3.7 – Group communication-roles and behavior

U3.4.1 – Causes of conflict, finding solutions  
U3.4.2 – Managing conflict and behavior  
U3.4.3 – Anger management, violence prevention

U2.2.1 – Power bases-influencing behavior & action  
U2.2.3 – Prepare/execute management responsibility  
U2.2.4 – Communication skills to lead and motivate  
U2.2.5 – Motivating teammates  
U2.2.6 – Developing personal leadership  
U2.3.7 – Being a responsible member of a team

U1.1.5 – Personal appearance  
U4.1.6 – Taking care of yourself-hygiene&sanitation

PL-H-1.4.1 – Each of the six basic nutrients have specific functions in maintaining and promoting health and are found in certain food sources.

PL-H-1.4.2 – There are dietary guidelines for making healthy food choices and exchanges/substitutions for special needs.

PL-H-1.4.3 – Practicing good nutritional habits and participating in regular exercise are essential for personal wellness and longevity.

PL-H-1.4.4 – Nutrition and exercise plans for lifetime physical and emotional health and fitness vary with individuals.

PL-H-1.5.1 – Short- and long-term physiological changes result from regular exercise and impact performance of physical activities.

PL-H-1.5.2 – There are strategies for improving and evaluating health-related fitness.

PL-H-1.5.3 – Applying the principles of fitness training and conditioning impacts physical development.

PL-H-1.5.4 – Continual use of self-assessment strategies for monitoring and improving health-related fitness may contribute to improved health throughout one's lifetime.

PL-H-1.6.1 – Responsible use of machinery, motorized vehicles, and water craft can decrease accidents.

PL-H-1.6.2 – Practicing safe procedures and eliminating daredevil stunts can save lives.

PL-H-1.6.3 – There are strategies (check ups, safety, hygiene, etc.) that help adolescents and adults avoid health and safety hazards.

PL-H-1.6.4 – There are emergency procedures for responding to emergency situations.

## **MENTAL WELLNESS**

**Academic Expectation 2.32 – Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.**

PL-H-1.7.1 – Symptoms, causes, and treatments of mental illness vary with the individual.

U4.1.2 – You are what you eat-making good choices

U4.1.4 – The 9 U.S. dietary guidelines for eating well

U4.1.3 – Nutrition-nourishing the body

U4.1.5 – Controlling fat intake

U4.1.1 – Choosing the right exercise program

U4.3.1 – Identify and perform First Aid

U4.3.2/3/4/5/6/9 – Life saving steps (all situations)

U4.3.7/8 – Treating hot/cold weather injuries

U3.1.3 – Personal growth-emotional intelligence

U3.8.1 – Decisions-making the right choices

PL-H-1.7.2 – There are potential short- and long-term consequences and risks of behavioral choices on individuals and families.

PL-H-1.7.3 – Intervention and suggesting treatment are forms of help for addictive behaviors.

PL-H-1.7.4 – There are possible causes and effective prevention strategies for common eating disorders and treatments.

PL-H-1.8.1 – Strategies vary for dealing with peer pressure, harassment, violence, and managing stress.

PL-H-1.8.2 – There is a relationship between stress and physical, mental and emotional health.

PL-H-1.8.3 – There are strategies (goals, planning, decision-making) for building success as adults.

## **PSYCHOMOTOR SKILLS**

**Academic Expectation 2.34 – Students perform physical movement skills effectively in a variety of settings.**

PL-H-2.1.1 There are principles (accuracy, technique, physics, mechanics) for learning and improving advanced motor skills.

PL-H-2.1.2 – Analysis of specialized movement patterns and sequence evaluation can be used to make recommendations for improvement in skills and used in individual, dual, and team sports.

PL-H-2.2.1 – There are physical, social and mental/emotional benefits from participation in games/sports.

PL-H-2.2.2 – Techniques to achieve performance consistency in games and/or sports must be used.

PL-H-2.2.3 – Principles of fitness training and conditioning impact one's ability to participate in activities.

PL-H-2.3.1 – There are offensive and defensive strategies as well as basic rules of play for a variety of games and sports.

PL-H-2.3.2 – Rules, fair play, and cooperation for spectators and sportsmanship on the part of spectators and participants during organized games and sports will benefit all.

U4.4.1 – Commonly abused substances and their use

U4.4.2/3/4 – Drugs/tobacco/alcohol-use and effect

U4.5.1/2/3 – Substance abuse and prevention

U2.1.4 – Character and competence-its affects on family, school and community

U2.2.6 – Developing personal leadership

U2.2.7 – Learning to set goals

U2.3.3 – Decision making and problem solving

U3.8.2 – Goals and goal setting

U3.8.3 – Time management

U4.2.1 – The importance of physical fitness

U4.2.2 – Weekly exercise program

U4.2.3 – Participation in a variety of sports

U4.2.4 – Taking the President's physical fitness test

U2.4.1 – Drill past and present

U2.4.2 – Roles of leaders and followers in drill

U2.4.3 – Leading drill

U2.4.4 – Stationary movements in drill

U2.4.5 – Steps in drill and marching

U2.4.6 – Squad drill

U2.4.7 – Platoon drill

U2.4.9 – Company formations and movement

U2.4.12 – Stationary movements with the M1 rifle

U2.4.14 – Saber drill